

At a Glance: Summary of Functional Performance Decisions

Selection of a Descriptor Statement

- Provides a consistent way for teams to indicate a child’s functioning relative to age-expected behavior at a specific point in time. Use of the decision tree and rating definitions is key for consistent ratings.
- The Summary of Functional Performance and the Descriptor Statements provide a mechanism to synthesize information from assessments tools and other sources about a child.
- Requires information about the child’s everyday functioning across a variety of settings and from multiple sources. Rating is *not* based on discrete skills only observed occasionally in isolated situations.
- Functioning is considered using whatever assistive technology is routinely available for the child in everyday settings.
- Allows states to report the appropriate progress category for each child. Progress categories are derived from the child’s rating at program entry, the rating at program exit, and the answer to the question at program exit about whether the child acquired *any* new skills or behaviors since entry.
- Age-appropriate expectations are based on chronological age without correction for prematurity.

Criteria for the 7 Points on the Scale

Overall Age-Appropriate	Completely	<ul style="list-style-type: none"> • Child shows functioning expected for his or her age in <u>all or almost all everyday situations</u> that are part of the child’s life. Functioning is considered <u>appropriate</u> for his or her age. • No one has any concerns about the child’s functioning in this outcome area.
	Between Somewhat & Completely	<ul style="list-style-type: none"> • Child’s functioning generally is considered <u>appropriate</u> for his or her age but there are <u>some significant concerns</u> about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. • Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	Somewhat	<ul style="list-style-type: none"> • Child shows functioning expected for his or her age <u>some of the time and/or in some settings and situations</u>. Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child’s functioning might be described as like that of a <u>slightly younger child</u>.
	Between Nearly & Somewhat	<ul style="list-style-type: none"> • Child shows occasional age-appropriate functioning across settings and situations. More functioning is <u>not</u> age-appropriate than age appropriate.
	Nearly	<ul style="list-style-type: none"> • Child does <u>not yet</u> show functioning expected of a child of his or her age in any situation. • Child uses <u>immediate foundational skills</u>, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a <u>younger child</u>.
	Between Not Yet & Nearly	<ul style="list-style-type: none"> • Child occasionally uses <u>immediate foundational skills</u> across settings and situations. More functioning reflects skills that are <u>not</u> immediate foundational than are immediate foundational.
	Not Yet	<ul style="list-style-type: none"> • Child does <u>not yet</u> show functioning expected of a child his or her age in any situation. • Child’s functioning does <u>not yet include immediate foundational skills</u> upon which to build age-appropriate functioning. • Child’s functioning reflects skills that developmentally come before immediate foundational skills. • Child’s functioning might be described as like that of a <u>much younger child</u>.



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After summarizing the child's current functioning, find and select the outcome descriptor statement that best matches his/her demonstrated use of skills. The blocks provide a pictorial representation of the mix of age-expected (AE), immediate functional (IF), and foundational (F) skills expected for children with the set of descriptor statements shown.

Summary Rating		Outcome Descriptor Statements	
Age-Expected Skills	Completely		<input type="radio"/> 7a. Relative to other children [CHILD NAME]'s age, he has all of the skills that we would expect of a child his age in the area of (<i>outcome [e.g., taking action to meet needs]</i>). <input type="radio"/> 7b. [CHILD NAME] has a good mix of age-expected skills in the area of (<i>outcome</i>).
			<input type="radio"/> 6a. Relative to same age peers, [CHILD NAME] has the skills that we would expect of his age in regard to (<i>outcome</i>); however, there are concerns with how he (<i>functional area that is of concern/quality of ability/lacking skill</i>). <input type="radio"/> 6b. Aside from the concern regarding [CHILD NAME]'s____, he is demonstrating skills expected of a child his age in the area of (<i>outcome</i>).
Decreasing Degree of Age-Expected Skills	Somewhat		<input type="radio"/> 5a. For a # month old child, [CHILD NAME] has many skills expected of his age but he also demonstrates some skills slightly below what is expected at this age in the area of (<i>outcome</i>). <input type="radio"/> 5b. Relative to same age peers, [CHILD NAME] show many age-expected skills , but continues to show some functioning that might be described like that of a slightly younger child in the area of (<i>outcome</i>). <input type="radio"/> 5c. [CHILD NAME] is somewhat where we would expect him to be at this age. This means that [CHILD NAME] has many skills we would expect at this age in regard to (<i>outcome</i>), but he does not yet have all of the age-expected skills (possibly identify a few of the functional skills the child is lacking to be age appropriate).
			<input type="radio"/> 4a. At # months, [CHILD NAME] shows occasional use of some age-expected skills , but more of his skills are not yet age expected in the area of (<i>outcome</i>). <input type="radio"/> 4b. At # months, [CHILD NAME] shows occasional use of some age-expected skills, but has more skills that are younger than those expected for a child his age in the area of (<i>outcome</i>). <input type="radio"/> 4c. [CHILD NAME] has a few of the skills we would expect in regard to (<i>outcome</i>), but he shows more skills that are not age appropriate .
No Age-expected Skills and a Decreasing Degree of Immediate Foundational Skills	Nearly		<input type="radio"/> 3a. Relative to same age peers, [CHILD NAME] is not yet using skills expected of his age . He does, however, use many important immediate foundational skills to build upon in the area of (<i>outcome</i>). <input type="radio"/> 3b. In the area of (<i>outcome</i>), [CHILD NAME] is nearly displaying age-expected skills . This means that he does not yet have the skills we would expect of a child his age. He has the immediate foundational skills that are the building blocks to achieve age-appropriate skills . (<i>It is possible to include a few functional skills as examples</i>).
			<input type="radio"/> 2a. At # months, [CHILD NAME] shows occasional use of some immediate foundational skills that will help him move toward age-appropriate skills. More of his functioning displays earlier skills in the area of (<i>outcome</i>). <input type="radio"/> 2b. Relative to same age peers, [CHILD NAME] is showing some immediate foundational skills , but has more skills that developmentally come in earlier in the area of (<i>outcome</i>). <input type="radio"/> 2c. For a # month old, [CHILD NAME] occasionally uses immediate foundational skills , but has a greater mix of earlier skills that he uses in the area of (<i>outcome</i>). <input type="radio"/> 2d. Overall in the outcome area, [CHILD NAME] is just beginning to show some immediate foundational skills which will help him to work toward age appropriate skills.
	Not Yet		<input type="radio"/> 1a. Relative to same age peers, [CHILD NAME] has the very early skills in the area of (<i>outcome</i>). This means that [CHILD NAME] has the skills we should expect of a much younger child in this outcome area. <input type="radio"/> 1b. For a # month old, [CHILD NAME] shows early skills in the outcome area. He does not yet show age-expected skills or the skills that come right before those.

Note. Adapted by the ECO Center from materials developed by Naomi Younggren (Feb. 2010) Department of Defense for EDIS.

Decision Tree for Selection of Descriptor Statements

